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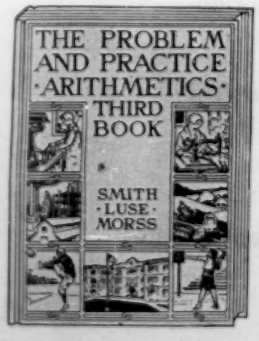

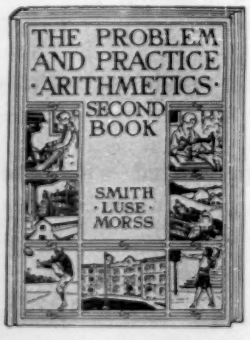

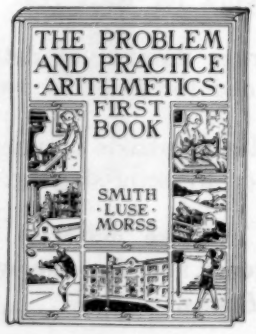

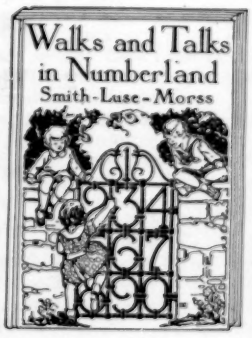

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Adult Education

AMERICAN industrial, civic, and religious stability depends upon immediate universal adult education.

The New World has never faced as complex and gigantic a problem as it faces today, and there was never a time when the solution of any serious problem was as clearly outlined as in the present crisis.

Adult education has never concerned the American people because no serious problem has recognized the significance of its neglect before.

As a result, the accumulated industrial, civic and religious sewage of neglect of adult education has suddenly revealed itself in an alarming insidious distemper which affects every industry, every community, every creed in the country, threatening to jeopardize civilization.

It is a social influenza for which there is no political or welfare specific. No governmental financial relief, no coddling of the unemployed, no pension of the aged is of any service.

The body politic at work and worship must be invigorated by immediate universal adequate adult education.

First of all, illiteracy must be immediately totally eliminated. To trifle with illiteracy is civically and industrially criminal.

The first aid in the education of an adult is the creation of a sense of self-reliance, an assurance that it is possible to learn something that it is personally profitable to know, to do something that is marketable.

There is a market for all intelligent human endeavor that is ready for service. Every adult can learn to earn if he will earn to learn.

A Horrible Confession

WE ARE using in this issue the confession of ex-Congressman John J. Gorman, who had a leading part in the cruel charges against William McAndrew.

It is inconceivable that any self-respecting man would at such a time under such circumstances put in evidence a signed letter that he did not write charging that a school book that he had never seen

was "a vile lot of pro-British propaganda . . . utterly unfit to be put in the hands of our school children."

American people everywhere owe Dr. David Saville Muzzey universal thanks for instituting a suit which has brought this horrible confession to light.

For more than two years Mr. Gorman knew that he had signed a letter that he did not write making vile charges against a book that he never read, but it appeared not to have troubled his conscience until he faced a law suit by a man who meant business.

Chicago, Illinois, October 11, 1929.

Dr. David Saville Muzzey,
Columbia University,
New York City, N. Y.

Dear Sir: I write to retract the charges that I made concerning your textbooks in use in the public schools. As you have already been advised, *the letter which I addressed to Mayor Thompson, dated August 24, 1927, criticising your textbook "American History," was not written by me, but was prepared entirely by another person. I had not at the time read your book to which this letter referred, and I made the mistake of signing the letter because of the confidence that I then had in this person and his statements. I have since found that I was misled in so doing.*

I greatly regret if in this letter to the Mayor, in my testimony before the Board of Education at the McAndrew trial, or in any other statement made by me, I have seemed to reflect in any way upon your motives in writing these textbooks or upon your character as a patriotic citizen, for I now realize that I had no basis for casting such aspersions.

A careful study of your textbooks discloses nothing which I would criticise, and I consider the books well adapted to use in the public schools.

You are at liberty to make this letter public and to use it in any way that you may see fit so as to remove so far as possible any wrong impression that may have gone abroad from anything that I have said or done.

Very truly yours,
(Signed) John J. Gorman.

Mississippi Education

THE school people of Mississippi are unalterably opposed to state publication of school books, as the following resolutions emphatically demonstrate:—

(1) That a committee of five be appointed by the Mississippi Education Association, which committee shall work in conjunction with the regular legislative committee in securing the passage of remedial legislation that will improve the basal textbook material to be used by the children of Mississippi.

(2) That a committee of five be appointed by the Mississippi Education Association to investigate the educational and economic advisability of free textbooks for the elementary schools of Mississippi, as it is the sense of this committee that such a system would be to the advantage of our elementary schools.

(3) That a committee of five be appointed by the Mississippi Education Association which committee shall work in conjunction with the regular legislative committee in securing the passage of legislation that will improve the library facilities now afforded the children of Mississippi.

(4) *That the Mississippi Education Association should go definitely on record as being opposed to state printing of elementary or any other kind of school textbooks.*

Million for Art Building

MAX EPSTEIN has given the University of Chicago a million dollars for the construction of an Art Building to be located near the new university chapel. In a letter to President Hutchins, announcing the gift, was the following statement:—

"Thorough research and study to arrive at a better understanding of the principles of art and its function and place in human life; to teach the history of art and to interpret its meaning; to bring from all countries men eminent in art to lecture and teach; to give facilities to interested friends to lend their art treasures to the institute for exhibit and study; to extend by bulletin and radio, the benefit of its teachings to the people of the Middle West; to be a fountainhead from which shall flow a deeper and wider interest in and love for all things beautiful."

A Massive Audience

AN EDUCATIONAL audience of more than ten thousand is a remarkable sight. When the audience is a two-county meeting it is really wonderful. This was literally true in Boston Garden on Friday, October 25, at the meeting of the Norfolk County Association, Henry D. Prario of Quincy, president, and Middlesex County Association, Mary Stuart Fellows, of Everett, president.

Dr. Frank Pierpont Graves, New York State Commissioner, made a great address dealing with live problems from all sides in a masterful way. His was an event of the season because he met present-day issues frankly and fearlessly, showing a genuine knowledge of real conditions and present-day problems with faith that they will be solved.

Martin G. Brumbaugh, president of Juniata College, Pennsylvania, has a matchless way of describing real incidents in such a captivating manner that he holds an audience from start to finish, and leaves a permanent wholesome impression.

Dr. Frank Cody, superintendent of Detroit, and president of the Department of Superintendence, is in a class by himself in that he says what no one else could say, as no one else could say it, and every paragraph is sane while there is an inimitable humor enlivening every professional suggestion.

Belding's Page

COLLEGE FOOD

HOW many college presidents bother their heads about the kind of food—not mental, but material—that is put before their students day after day, in commons, in fraternity dining halls, and in restaurants near the campus?

Wholesome food, properly prepared and attractively served, is so essential to the health and well-being of the students that it may not be disregarded by faculties or left to chance and the "kicks" of the student body for regulation. It is remarkable how much abuse in the line of diet the average young person will endure without protest. Cases have been known of students unable to choke down the miserable stiff offered them at table, practically living on knick-knacks purchased at a store and eaten in the room.

A sense of loyalty to one's fraternity makes many a student cover up the truth about the inferior food supplied by the fraternity cook. But the fraternity won't be able to restore a ruined digestion, and the excuse of secrecy and loyalty should not be allowed to interfere with college authorities investigating food or any other conditions affecting the health of students.

GOOD LOOKS

A SCHOOL GIRL once remarked: "A teacher doesn't have to be handsome or pretty, but it does help to have somebody up in front who is good to rest your eyes on."

Beauty of figure and feature is about as common among teachers as among other people. The great multitude of folks are deficient at some point of physical pulchritude—as anyone knows who has searched through crowds in vain hope of finding a face—of man or woman—that would be restful to gaze upon—like some glorious picture. Beauty of that sort is none too plentiful anywhere. And classrooms are as well supplied as other places.

So our schoolgirl's wish is hard to gratify. Deep down in her heart she recognizes a different type of beauty and to some extent she worships it.

For there are teachers, worn with daily strain and toil, whose faces—may we say?—shine with an inner light of joy and devotion. Wrinkles may have come to stay, but they are kindly wrinkles, wrinkles caused by smiles as well as cares.

Often the homeliest teachers are the most loved. This is no excuse for any teacher failing to look as attractive as possible. No one should presume upon the charity of eyesight. But when a teacher has done what can be done, legitimately and with good taste, to look well, she need not worry if the result as registered in the mirror is disappointing. The light of eagerness to guide and be a friend is not invisible to bright-eyed children and young folks.

The friendly, helpful, human teacher is enshrined in golden memory though her face be not her fortune.

ATHLETIC SUBSIDIES

HOW the leading colleges of the United States obtain material for their athletic teams has been ruthlessly exposed by the Carnegie Foundation. Apparently an over-zealous rivalry has drawn many of our institutions of learning into the employment of methods that are of questionable propriety and ethics.

The educational world has known for a long time that promising young athletes were being invited to attend certain institutions, and that "subsidies" of different sorts were provided.

In one view of the matter, it is beautiful to have all these ambitious young men encouraged to pursue education. But the bald fact is that they are picked for their ability to gain athletic victories, in order to inflate the pride of alumni and bring favorable publicity to the institution. These boys are pawns in a game of advertising. What they may obtain in the line of mental culture by attending college classes is a secondary consideration with the alumni secretaries, coaches, and others who do the inviting. Faculties must condone the evil, or it could not survive.

The warden of a prison once remarked that he had no trouble with his "alumni" wanting to come back and run things. The alumni of colleges are often guilty of trying to run away with education and nail it to the stadium.

To lay the facts open as the Carnegie Foundation has done, is to give the best chance possible for their correction. Some of the colleges have been making pious pretences which are now seen as hypocrisy. On the other hand, many of the institutions have made great improvements in their handling of athletics in the past twenty years, and perhaps the movement will now go forward with fresh impetus.

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter IV—Public Education—I

A HUNDRED years ago there had never been any public education in the New World.

Horace Mann is the outstanding personality in American education because he met a national responsibility promptly and adequately.

Public Education supplanted the common schools, which were always locally financed and locally controlled. At the same time Public Education supplanted academies and other devices that were privately financed and privately controlled.

Public Education tended to require legislative domination.

A variety of conditions made the desire for Public Education universal except in the British Colony States.

The creation of Public Education from 1820 to 1850 was one of the greatest peaceful events in American history.

It was inevitable that public thought should concentrate its worship upon some one personal leader. It was also inevitable that there should be a time limit to the masterful achievement and some one creative event.

Horace Mann has had no rival in public recognition. The achievement was centred in the years 1836 to 1846. The crucial achievement was the legislation for Normal Schools, and the public interest magnified the contest over that legislation in a hectic controversy with the Boston Masters.

Massachusetts was especially prepared for leadership in the creation of Public Education because it must be the development of the common school, and there had been no common schools in Colony Education except in New England.

Civic stability was as indispensable to the success of such a creation as the right soil is in adaptation to success in field or garden cultivation.

The common school saved Massachusetts from illiteracy, and the Academies saved democracy in New England. This was a great inheritance for a man with Horace Mann's vision.

The common school and academy distinction was as clearly drawn in city schools as in outside districts. The lower grades were the common schools. The upper grades were the academies.

That distinction hampered educational progress for a century, especially in the older section of the United States to allow the teachers of the lower grades to rank with the upper grades in salaries and in professional qualification was impossible until within a decade.

The brighter pupils in the lower grades were culled for the upper grades as carefully as in common schools for academies.

In the upper grades they were students as in academies and not pupils. They could not be careless in their use of language. They must eliminate all crudities. They could not use "'Taint" or "her'n" or any such words.

They must be reasonably cultured. They must be well-dressed. They must have clean hands, combed hair, and clean shoes. They must be courteous and well behaved. Everything required of a lad in an academy was required of upper grade students in a public school.

In the common school district there was a Prudential Committee man who had absolute power in hiring and firing the teachers and deciding upon qualifications of a teacher, and in the cities the lower schools, at least, were absolutely at the mercy of some member of the local committee.

Occasionally there was a law or rule that the Prudential Committee should be advised by the minister and sometimes also by the minister of another parish.

In the common school district the amount of money raised, and the way it should be used, was wholly a matter for the local district to decide.

These restrictions made it impossible for the ideal to be real, and as George H. Martin said in "The Evolution of the Public School System of Massachusetts": "The local school district was a high spot for democracy but a low spot for education."

Horace Mann came upon the scene when the Federalization of education was accomplished, but there was no adequate leadership, so that all the weaknesses were domineering and the dominant virtues minimized.

The world was sadly dormant. James Watt had died in 1819, and George Stephenson was getting ready to begin his famous career. The cotton industry was creating more problems than it was solving, and Cyrus McCormick was not ready to invent the agricultural reaper. The steamship had not come into action.

"Avoid taxation," as always, had dwarfed enterprise and paid a premium upon cheapness of all kinds. An ebb tide was carrying everything with it. Men who had anything to lose, in reputation or anything else, were trying to save it.

It was the opportunity of all time for a brilliant man, fascinating public speaker with nothing to lose and everything to gain to sell himself and great ventures to the public.

Never was there anything more timely than this situation for Horace Mann. The occasion fitted him and he fitted the occasion. He had spent twenty years doing nothing and twenty years get-

ting ready to do whatever he had an opportunity to do, and he did the right thing, in the right way, at the right time to make a reputation that would be eternal.

Nowhere in American education has there been anything comparable to this. He was an artist in salesmanship. He knew instinctively the thing that would sell, the right way and the right time to sell it.

Any study of American education will be futile that fails to take account of the genius of Horace Mann in sizing up the situation and doing in a masterful way the things to do and say in order to put American education in history so that it would be universal and eternal.

Any attempt to make Horace Mann a myth to be superstitiously worshiped will be a criminal tragedy.

Horace Mann's career began at thirty years of age. He had never taken a part in any community life. At twenty years of age he had had no schooling except a few weeks each year in a common school in his boyhood.

Horace Mann was a ravenous reader, and there was a public library, the gift of Benjamin Franklin for whom the town was named. There were histories, philosophies and intensely orthodox religious books.

When he was twenty years old Samuel Barrett had a private school in Franklin. He was an itinerant schoolmaster who had a reputation of being a remarkable teacher, and when he went to a town he had no trouble in getting students.

This was the first time Horace had been to school since his boyhood days in a common school.

Barrett at once appreciated that he had an unusual student, and the third day he said: "Horace, you must go to college."

Horace replied with a smile that it was useless to think of such a thing, to which Barrett replied: "But you shall go."

Horace Mann had never seen a book in any ancient or foreign language, but in six months he had mastered Greek and Latin grammars, and had read most of the New Testament in Greek and many Latin and other Greek books, and entered the sophomore class of Brown University on examination.

In the seven years after graduation he taught in order to be able to study more. He studied law and was admitted to the bar.

At thirty years of age he went to Dedham, Massachusetts, was admitted to the practice of law in Norfolk County, and opened a law office.

Everything was new to him and most interesting. He made friends at once and enjoyed the experience. He was invited to make the Fourth of July oration. This was his first community address and was so brilliantly fascinating that he was elected to the legislature and served in the House of Representatives for eight years. He then removed to Boston and was at once elected to the Senate and was elected president of the Senate.

In these ten years he was making addresses, political and otherwise, all over the state.

This is not to be a series of biographical issues, and biographical material will be used only as it is required for the record of the trail of education in history.

An appropriate, admiring and affectionate appreciation of Horace Mann requires a volume, and since the anniversary of his birth is to be elaborately celebrated in 1937, it should in no wise be forestalled.

It is of even more importance, however, that schools, the teachers, and the public should be saturated with the contribution which he made to the trail of education in history.

In this series it is important we deal with leaders who helped to make Horace Mann the leader in magnifying the trail of education in history which was magnified in the twenty years from 1826 to 1846.

Nothing in American education is more sublime than the eagerness with which Horace Mann seized the opportunity to lead the New World in legislative action for a school for the blind, a school for the deaf, an institution for the insane, and a home school for neglected and wayward boys.

These were nowhere else in the atmosphere. There was no one anywhere with such a vision. Here was an opportunity to achieve four things for the New World that the Old World would recognize and appreciate, and they would be universally accepted as the leadership of Massachusetts in legislation. It was indispensable to any career to achieve things that could not be challenged by any claimant. They must be universally accepted as necessities in every state. They must be recognized over seas as of world importance.

Had Horace Mann died in 1833 his name would have been blazoned on the scroll of Great American legislative achievements. This experience made his educational fame immortal. It was the background which prevented any subsequent friction from disturbing his fame. [COPYRIGHT]

It is perhaps natural that some, lured by the prospects of ease and pleasure, should count the hours of leisure, and not the hours of work, as the most attractive part of life. But education must not fail to impress upon our children that all worthy work is to be respected, and that no man is to be held in respect unless, in accordance with his talent, he finds some way of justifying his existence through work.

—Alvan T. Fuller.

Cook County Achievements

By A. E. WINSHIP

FOR nineteen years under the leadership of County Superintendent Edward J. Tobin, Cook County, Illinois, has had a series of really wonderful achievements of boys and girls in school and out.

Mr. Tobin succeeded three of America's eminent county superintendents, Albert G. Lane, Orville T. Bright, and A. F. Nightingale.

Only those who knew Cook County under previous leadership can appreciate what it has meant for Mr. Tobin to make a record of unprecedented achievement by administrators and professionalists.

E. J. TOBIN

Mr. Tobin at once astonished every one by magnifying achievements of boys and girls in every school in the county.

Individual pupils in competition first in their local school, then in their county district—one-seventh of the county schools—and then in a great prize-winning contest in the county, made the Cook County schools front page news in every paper in Chicago.

It was not the superintendent, his assistants, nor the teachers, but prize-winning boys and girls that made Cook County schools famous.

Mr. Tobin, from the first, was on the job fifty weeks in the year, so were his seven assistants, so were boys and girls who were learning to know how to do things.

Colonel Francis W. Parker's famous motto was the slogan on every school banner in the county, "*Learn to do by Doing.*"

For nineteen years the boys and girls of Cook County—out of incorporated cities—have been enthusiastic over their opportunity to be learning in school and out of school twelve months in the year.

Every child is a personality in school, at play, and at home, with his teacher, with his parents, with the assistant superintendent of the district, and with the county superintendent, fifty weeks in the year.

Personal education for every child for twelve months each year has been an achievement such as we have never known to be true of any other entire group of county schools for nineteen years.

Nothing counts with Mr. Tobin unless it is officially recorded. Every child's achievement for each of the fifty weeks is a prize-winning achievement.

We are quite sure that Cook County has the first official record of the learning of each boy and girl in all of the elementary grades for twelve months in the year.

The Cook County official school register is as unlike any other school register as double entry bookkeeping is unlike an old-fashioned crude account of transactions.

Every pupil's monthly record of out-of-school achievements when signed by parent or guardian is transferred to the Cook County School Register, and will be on file for all time.

The personal achievement of each child has a home-school record as definite as his class record in each subject of the course of study.

Every child's sixteen credits in school must be met by sixteen credits in home-school achievements.

Of these sixteen home-school credits, six must be earned industrially or vocationally, and six academically. The other four are optional. They may be earned in recreation, or in extra-vocational or academic activities.

The range of opportunity for home-school achievement has increased from year to year until at present there are twenty-nine opportunities from which to select the six vocational, the six academic, and the other four.

Opportunities have been added when it was discovered that earnest boys and girls had tastes and

talents which were not adequately met by the opportunities previously scheduled.

The key to the solution of the personal equation in the education of boys and girls is the consciousness of the child, of his parents or guardian, teacher, assistant superintendent and superintendent that the child is making good use of his time and talent, the best use all things considered that is feasible.

One of the important discriminations made by the Cook County plan is the recognition of the different ages of children in adaptation to the learning of the child in school and in home-school activities.

The fact is emphasized that there are really four distinct group ages ever to be kept in mind in classifying the learning of children in school years.

The first years in school are chiefly for the creation of a desire to learn, to give the child an opportunity to appreciate the importance of learning to know something and to do some things that he would not be likely to know or to know how to do it if he did not learn it in school.

The business of these first school years is to prepare all children for earnest, serious achievement in school and out, in grades three, four, and five.

The importance of starting right is nowhere more vital than in the equipment for life in the eight elementary school grades.

The wide range of mental ages as compared with the chronological age in the first three years of life should be practically eliminated in the first two years in school so that children should begin the serious business of learning in grades three, four, and five with a common mental ability.

There is slight need of emphasizing individuality in these grades. At that age children are not inclined to be notional about what they eat provided there is enough of it. They are better satisfied with a lot of almost anything rather than with a little of any delicacy.

So with play. They want no limit placed upon the time to come in from play; they rebel at the early-to-bed hour, but not as much as at the early-to-rise hour. They like to work if there is a satisfactory remuneration.

In those years children want to buy things, especially things to eat. They want a lot of money to spend and are willing to work, are anxious to work for money. A newspaper route, a boot-black equipment over the shoulder, anything that provides spending money is welcome in those years.

Home-school projects that yield cash results make work a joy.

School lessons should be well rewarded with scholastic credits. It is no time for drill exercises. It is highly important that practice should supersede drill. The very suggestion of the word drill is that the child does something that he does not want to do, is doing it because he must do it.

Practice implies that the child is learning to do something that he likes to do, but would like to do it better.

The key to the problem of learning in these three years is specific credit or other reward so that the more time and effort invested in study or work by the pupil the greater is the tangible reward.

In grades six and seven individuality counts for much. Each child wants to do something that the majority of the class cannot do as well as he does it.

Individuality is always emphasizing one's difference from others. In grades six and seven the child wants to magnify the fact that he is doing something that others are not doing. He is always desirous of doing something different.

In grades six and seven children are impatient to use their ability to use what they have learned to do. Nothing that is done by everybody appeals to any child. He wants to be different, to do something that gives him a sense of an individual achievement.

In the eighth grade students want their personality recognized rather than their individuality. The student wants to magnify superiority in many ways rather than in one way.

It is no longer satisfactory that a child knows that he is different, nor that the class knows that he does things better. Nothing satisfies that does not demonstrate public recognition. Appreciation of an achievement must come from above and not from his own level.

In the eighth grade the achievement must have a market not thought of in the sixth and seventh grades. The student wants an income that is on a man's basis. He wants a bank account that has the respect of the bank.

Marketing personality is the standard of an eighth-grade student.

(TO BE CONTINUED)

Should High Schools Give Up Paid Coaches?

C. A. PROSSER
Dunwoody Institute, Minneapolis

MY ANSWER is Yes for a number of reasons, some of which will doubtless appear somewhat old-fashioned.

Personally, I do not believe in the commercializing of high school athletics. This is precisely what has happened in many quarters. Coaches must be paid and funds must be raised aside from the school budget so that his employment full time as a coach will be permissible in the eyes of the taxpayer; hence the commercializing of competitive contests between high schools.

When we look at the matter in another way we arrive in the end at the same place. In order that in competitive contests with other schools a school may be successful, an expert coach must be hired. Coaches devoting virtually all their time to the training of a small group of high school boys for these contests command good salaries. It is argued that they pay for themselves because the success of the high school attracts a large attendance at games out of whose earnings he is paid. As a result, the paid coach becomes in the eyes of the alumni and friends of the school a shrewd business investment which is not only self-supporting but often yields profits for the athletic department of the school.

I do not believe in athletic competitive contests between high schools, but believe that there should be contests much more amateur in character between different departments, section groups, and the like within the school itself. We can learn from the intramural athletics of the English private schools, if we will. My own experience with intramural games has convinced me that their socializing and educative values are much greater than contests between schools.

As a matter of fact, I am not interested in high school athletics as they are at present conducted. The high school owes as a duty to every youth training which will give him the opportunity in keeping his body fit and in the intelligent conservation of his health and energy. Obviously this is not accomplished by any system of athletic contests where a paid coach selects a small group of promising youngsters and gives his entire time to their preparation for a few strenuous contests while the rest of the school perched on the bleachers cheers them on to victory. The system of paid coaches usually results in a program where a few perform and the rest take their exercises vicariously.

If there are to be contests, and there must be a coach, I should be in favor of the teacher coach—a man or woman who teaches and as a phase of employment trains boys and girls for a contest between houses on the same campus, as it were. Certainly such a policy with regard to coaches would do away to a considerable extent with the present over-emphasis on athletic contests and the resulting commercializing of the enterprise.

SAMUEL CROWTHER
Bayside, Long Island

I CAN give you my thought on paid coaches in a word. I think it is quite necessary that they should be paid, for otherwise the boys may harm themselves through improper training, but at the same time I think these coaches should be held to a higher responsibility than that of turning out winning teams, for it quite too often happens that youngsters burn themselves out long before they get into college.

And also I think that a coach should be kept in his place as a paid athletic instructor. A professional games instructor is simply a person who has chosen to make a business out of what ought to be considered as a recreation, and is not entitled to be considered as a gentleman.

I think this latter point is of extreme importance, not from any snobbish view-point but because it is in the long run very bad indeed for a young man who has finished college to find himself with no higher ideal than teaching athletics.

The amateur coach is apt to be merely a loafer, getting paid for his coaching in some round-about way. I prefer the frank payment and the equally frank consideration of the man from that time forward as being paid for his job.

L. R. ALDERMAN
Washington, D. C.

THE purpose for which the paid coach is usually employed is to develop the winning team. The purpose of high school athletics should be to develop all students in a general health program. It is, of course, possible for the paid coach to have the school objective clearly in mind.

Some paid coaches have been leaders in a program of health education that develops all the students in the institution. Some paid coaches bring to the high school the worst kind of commercialism. Some of them attract to the high school the worst sporting element in the community. The temptation is ever present for the paid coach to subordinate everything to the one objective—a winning team. In the long run the paid coach is in conflict with the broader principles of the school.

Schools which compete should have the same

policy in regard to paid coaches. For the paid coach should be substituted directors of physical education who will have as their objective the fullest possible physical health of each member of the student body instead of one or two teams. Under this arrangement there will be many teams. One of these teams may be the winning team, but winning will not be the main objective of the high school, and athletics will have an important part in obtaining the objectives of the school.

If there is to be a paid coach I think general conditions would be improved if he should be employed by a standing committee in which the board of education, the superintendent of schools, the high school principal, the student body, and alumni should be represented. The funds for the payment of the coach should be under the direction of this committee.

THOMAS W. GOSLING
Superintendent, Akron, Ohio

THE term "paid coach" usually is applied to the person, especially the part-time employee, who trains athletic teams for competition, and who does nothing else in the school program. The argument that most frequently is advanced in favor of the employment of such a person is that coaching is a highly specialized job that requires concentration: and that the one who is expected to render service of a high order in this department of the school activities should not be expected to have marked ability in other lines. It is said, moreover, that athletic teams are just as much entitled to the best possible coaching as a Latin class or a physics class is entitled to the best type of teaching that money will buy.

Now the specialist, particularly the part-time specialist, is in grave danger of seeing things out of proportion. This danger becomes acute when in a short period of time he is required to turn out a product which must be tested in rigorous competition and which must be approved by persons who are interested primarily in victories and their concomitants rather than in educational processes. Under the strain which these conditions impose, both coaches and teams are likely to forget the real purpose of athletics in high schools.

The entire high school program, including athletic competition, is constituted for the sole purpose of providing worthwhile education for boys and girls. In any well-organized school there is a certain unity of aim into which all activities should fit so as to conform to the accepted pattern. When any activity is overemphasized, it tends to destroy the unity of aim and to mar the pattern.

The "paid coach" working as a specialist under high pressure and endeavoring to produce a specific result in a limited period of time, is unable to adapt his program to the total educational process of the school. For this reason it is in accord with sound policy to substitute for the "paid coach" a full-time worker, preferably an instructor in physical education or in health education, who by virtue of his professional training and professional attitude is able to co-ordinate the coaching with the total school program and thus to give to his work that balance and proportion which are essential to real education.

The Day and the Work

By EDWIN MARKHAM

To each man is given a day and his work for the day;
And once, and no more, he is given to travel this way.
And woe if he flies from the task, whatever the odds;
For the task is appointed to him on the scroll of the gods.

There is waiting a work where only his hands can avail;
And so, if he falter, a chord in the music will fail.
He may laugh to the sky, he may lie for an hour in the sun;
But he dare not go hence till the labor appointed is done.

To each man is given a marble to carve for the wall;
A stone that is needed to heighten the beauty of all;
And only his soul has the magic to give it a grace;
And only his hands have the cunning to put it in place.

We are given one hour to struggle and parley with fate;
Our wild hearts filled with the dream, our brain with the high debate;
It is given to look on life once, and once only to die;
One testing, and then at a sign we go out of the sky.

Yes, the task that is given to each man, no other can do;
So the errand is waiting, it has waited through ages for you;
And now you appear; and the Hushed Ones are turning their gaze,
To see what you do with your chance in the chamber of days.

—Missouri School Journal.

Boosting Scholarship

By MARIAN L. WHITSEY
Cleveland, Ohio

ONE of the primary motives in every school is to develop in its students a wholesome, natural desire for the best type of scholarship. The first and most obvious thing necessary to promote and attain a high degree of scholarship is to have a faculty composed of well-trained, inspiring, capable men and women. But this alone cannot assure the desired goal. There must be developed in the school and in the community a feeling for such scholarship.

In the Cleveland Heights High School, during the last few years, there has been a definite and conscious attempt to foster and prompt among the students a wholesome respect for the accomplishments of the good student. A number of means have been used to bring this about.

The school has a chapter of the National Honor Society, election to which is an honor eagerly desired. Members are initiated into the society once each semester in a public ceremony given as a regular assembly program. The insignia of the society, the keystone and the torch, is placed on the stage in a suitable setting, and the symbolism of the emblem is explained. The members of the society are on the stage, and they go down into the auditorium to conduct the newly-elected members to the platform, presenting them publicly to the president of the society. The list of members-elect is kept secret until this time, so the curiosity as to the choice is very great. In this simple ceremony both the old and new members of the organization are brought before the entire student body. At each of these assemblies the qualifications for membership are given, and since the first requirement is a scholastic standing at least in the upper third of the class, a desire to attain such standing is created.

Such a ceremony is of particular interest to the first-year pupils of our school. One of our outstanding graduates of last June, with a high scholastic rating and one who has been a successful leader in extra-curricular activities, said confidentially after election to the Honor Society: "The very first time I saw the National Honor Society assembly, I wrote down in my notebook the aims of the society and the qualifications for membership and made up my mind to make them mine." Remarks of the sort are common among our students.

The National Honor Society also sponsors what we call a scholarship assembly once each semester. Since the great majority of our students go to college, over ninety per cent. taking college preparatory courses, we try, at this assembly, to have short talks given by the students concerning the records made by graduates of the school who are in college. We often have some former student who has done exceptional work in college give a short talk. We also have occasional letters from former pupils who almost always say that they could not have accomplished the things they have in college without the good foundation established by careful, conscientious high school work. The idea of the importance of thorough scholarship is thus kept before the pupils.

Among the other duties of the National Honor Society are the compiling of the honor roll for publication in the school paper, and what we call our sophomore aid work. An effort is made each semester to get in touch with the first-year students, especially those of superior mental ability, who are failing in their work. Usually such deficiencies are due to the pupil failing to become properly adjusted to the new school life. Through a series of conferences between the new students and a member of the National Honor Society, the process of acclimatization has been hastened and made easier.

Our Student Council is a very strong factor in the promotion of scholarship. Some years ago the council passed a ruling that no student should take part in any public performance who fell below the standard of scholarship required for participation in interscholastic athletic contests. (In our school this means that the pupils must be passing in every subject.) Last year for the first time the council presented a scholarship assembly of their own, at which every pupil in the school who had made all E grades was called to the platform and congratulated by the principal of the school, the members of the scholarship committee of the faculty and the president of the council. As each person came forward, a slide was flashed on the screen giving his name, his home room number, and his record of participation in outside activities. The bookworm is practically unknown in our school. Almost invariably the student with high scholastic standing is the one who participates widely in extra-curricular activities.

Through the careful work of the educational adviser, who adjusts the programs of the pupils to fit the individual needs of each, we find we have fewer misfits than in the past. This naturally leads to a higher grade of scholarship.

Among the boys interested in athletics there has been very little trouble from the scholarship point of view during the last few years. This is in no small measure due to the splendid co-operation given by the coaches who are interested in the scholarship records of their athletes far beyond the eligibility demands. Last fall, when we had a

"championship" football team, playing a very heavy and difficult schedule, not a member of the squad received a deficiency slip during the entire season, and a surprisingly large number remained on the honor roll for the entire period. Such records can only be made and maintained when the student body and the entire community desire, expect and demand high standards of scholarship.

Problems for Research—I

By WILLIAM D. PARKINSON
Fitchburg, Massachusetts

The Limits of Compulsory School Attendance

EDUCATIONAL research has engaged itself of late with many phases of the learning process and the technique of teaching, but there are several large questions, perhaps rather sociological than educational, but nevertheless fundamental to public education, which seem to have escaped the attention of the research foundations.

The first and most immediately pressing is the question of the proper limit of compulsory school attendance. It concerns the welfare of a very large proportion of the public. Great gains have been made by the gradual extension of the period of required schooling. It is a far cry from the day when no law required the attendance at school of any child, and the employer really thought he was rendering God service by keeping children out of Satan's hands, or even from the day of the loosely enforced twenty weeks per year for five or six years, to the present period of seven to nine years, with perhaps two more years of continuation school. And appeals for further extension are urged upon session after session of the legislature of every progressive state. We are on our way, but what is our destination? Is it quite certain that the school age should be extended indefinitely for all? Somewhere there must be a limit beyond which youth should not be compelled. Has there been any real investigation as to that limit?

There are two rather contradictory theories as to the purpose of the compulsory attendance law. One says that it is to protect every child's opportunity for education for a definite period of his growth. This view would keep him in school up to a certain age whatever his attainment. The more capable he is the more the need of protecting his opportunity to raise his value to the highest notch. The other view of the law's purpose is to assure to every child a certain minimum of schooling. If he can complete that minimum at an earlier age he may be released from further attendance. Either of these theories, however, would seem to recognize that at some stage of development the compulsory phase should relax. What is that stage? No one holds that all children should be educated a like number of years any more than that all should pursue the same course while in school. Nor does any one claim that the school has a monopoly of education. Labor is educative, and takes effect upon some earlier than upon others.

The ideal school system will aid every person to reach the level at which he can go on his own to best advantage. Plainly it is a mistake to detain him beyond that limit. And as plainly that limit is not the same for all. The school therefore should be prepared to send each forth with its blessing when he reaches his level, be it in odd years or even, July or December.

It is unjust to cast reproach on such departures, and stupid to mourn them as "mortality."

Now there has been no scientific investigation as to the age at which enough youth reach their level to make it inexpedient to continue the compulsory mandate.

Or, if we accept the other theory and instead of fixing a minimum age we try to set a minimum of educational achievement, a more satisfactory definition of that minimum should be sought. Most of the attendance laws fix both a minimum age and a minimum education in terms of grade. But the grade is not a reliable measure of education. The National Labor Child Committee urges the completion of the eighth grade as a minimum. But on the other hand that committee and its supporters also urge the provision of more varied types of education, and this seems to mean a departure from the grades. Vocational schools forfeit their subsidy if they refuse to admit pupils over fourteen, regardless of the grade they come from. If further variations are offered, will they necessarily be included in the grade school?

From any point of view, six grades plus two or three years of trade or other vocational training should be as good a basis for an employment certificate as eight grades. If not, the Federal Board for Vocational Education should revise its admission requirements. This, too, is a part of our general question.

We have been called "a nation of sixth-graders." And on equally good authority we are told that the mass of our citizens do not develop beyond the mental age of twelve; or at least that those who reach that level usually manage to maintain themselves in society and to play their part in it, some of them a very creditable part. We are told, also, what again may be open to challenge, that

(Continued on Page 383)

They Say

MARY DUNNING THWING, Cleveland:—

"The economic independence of the modern woman has made her look on marriage as a partnership about which she talks as freely as she does about any other future calling that may attract her. And when she goes into that partnership she does it with a full sense of her own responsibility to carry adequately her share. There is no social sham and no conjugal pretence about the college girl today."

JANE E. CLEM, State Teachers College, Whitewater, Wisconsin:—

"Some of the qualities of which personality is composed are just human traits, within the reach of any person of average intelligence and education. But when these traits are understood and applied, they change a person from a mediocre into a strong personality."

ANDREW J. MELLON, Secretary of the Treasury:—

"Business opportunities are ten times better today than they were when I began my career."

KENNETH C. M. SILLS, president of Bowdoin College:—

"The famous Edison tests, with all that was attending, are in reality an indictment of American intellectual life, for they seem to indicate that unless we have the best of the tom-tom and the click of the movies we cannot get any great popular interest in scholarship. Columns of space given to football news compared with brief notices of intellectual happenings in our colleges indicate again where lies the main interest of many Americans, including all alumni."

THOMAS F. NEVINS, Columbia University, after studying school records of two thousand boys in Brooklyn:—

"Twenty-seven per cent. of non-working boys attained grades A and B, while only fourteen per cent. of the workers were able to make these marks. Barring economic necessity it is best to discourage any attempts of a child to seek after-school employment."

BERNARD I. BELL, St. Stephen's College, Annandale-on-Hudson:—

"Present-day colleges are the weakest link in our system of higher education. . . . One reason is insufficient training preparatory to specialization. Also because the size of institutions precludes extended personal contact. . . . To remedy these and other flaws there should be small, intimate, personalized and relatively secluded undergraduate colleges within the university itself, each largely self-governed, but all taught by scholars firmly banded to one another and to the research scholars in the common life of the university—small colleges with university minds. It is impossible to make men in job lots, and impossible to make people thoughtful by lecturing at them and never seeing them otherwise."

G. BERNARD SHAW, London:—

"I am coming more and more to think that our craze for secondary education is a dangerous blunder. It seems to me to produce imbecility, which is just what might be expected from a system which begins by assuming that every boy can be an Einstein if he is not allowed to be lazy, and that you can imprison children and hold them to tasks beyond their capacity and foreign to their aptitude all through their growing years without damaging them."

CHARLES M. HERLIHY, principal, State Teachers College, Fitchburg, Massachusetts:—

"A study recently made has demonstrated that girls entering State Normal Schools and State Teachers Colleges measure up well with those entering universities."

JESSIE RAND TANNER, State Teachers College, San Diego:—

"The success of a game program rests upon the use of such activities as will automatically inspire individuals to intensive physical effort, and yet keep them conscious of their relation to others.

AGNES SAMUELSON, superintendent of public instruction, Iowa:—

"The teacher's task is a serious responsibility, second only to parentage, a tremendous challenge to lose yourself in the cause in which all human progress is rooted. A noble leadership to be earned by expert service and not by mere chance, a sacred trust to help guide the experiences of children toward proper citizenship, a real obligation to the people that there is no waste of public money through schoolroom inefficiency, a coveted opportunity to live with the children on the ground floor of life."

ROBERT O. SMALL, Massachusetts State Department of Education:—

"Children who leave school at fourteen are a peculiar and particular group. They cannot be legislated back into the regular schools without completely upsetting and disorganizing them. They must be handled in some special type of schools. The present continuation school can be extended to meet the situation."

Compulsory School Attendance

(Continued from Page 381)

education does not affect the mental age.

If these things are so, has it any bearing on the calendar age to which school attendance should be enforced? How many years beyond the limit of his mental age can one benefit more by school education than by work education?

It is urged that the curriculum should be adapted to such children. But what curriculum will benefit them? When, as everyone knows it sometimes happens, a person reaches the stage where he resents and resists compulsion because it is compulsion, what can be found for him to do that he can be compelled to do willingly?

Granting that every influence should be brought to bear to dissuade a person from leaving school prematurely (and there are few young people who are not tempted to do so, and who do not need such influence at some early stage of their school career), is it not possible that some are persuaded or compelled to remain in school too long, and become drifters because they missed the opportunity to start at a level at which they might have made a success? A person who can never become a skilled mechanic or succeed in a profession may be a useful citizen—and even a public benefactor—if he starts on the unskilled level, but if he is made to wait until he must be grouped with the skilled or the scholarly he may be trained into failure rather than into success.

It is not the purpose of this paper to oppose the raising of the compulsory age to any limit that may be determined intelligently, but only to raise the question how that limit is to be determined.

The Massachusetts legislature has appointed a recess committee to study this question, and a committee of school superintendents of that state did study it a few years ago, but the questions involved are many of them too elusive to be convincingly answered by a political body, or even by a professional body. There is need of genuine scientific research such as can be conducted only by those especially qualified and equipped for such work. Too many of the factors involved are obscure to the lay mind.

The simple question, how many of the persons who have left school would have profited by further schooling, and what kind of schooling, cannot be answered merely by asking those persons. The fact that a person now wishes he had stayed longer in school may be deceptive. Quite possibly the education he received at work is what convinced him of the value of education. This is the class that adult education reaches. Or perhaps he belongs to that large class who wish they had an education as they wish they had wealth, but who never had, and have not how, the sand to acquire it. This is the class from which the commercialized correspondence schools made their excess profits. They bought the books and subscribed for the courses, but when effort was demanded they relapsed into the passive state and the education offered escaped them.

Nor is a person's judgment as to the kind of education he ought to have had, much more reliable. Even among the highly educated, two temperaments seem often to bias the verdict. Those of the one insist that the way they were educated is the best and only way. If classically educated they advocate the classics; if technically, they stand for science. But they of the other temperament say with Mr. Dooley: "It's in spite of me eddification, Hennessy, that I'm the man ye sees befure ye." If technically trained they send their sons to the classical college, if classically they endow a technical school.

To find on the one hand how many persons who left school at a certain age would probably have benefited by continuing another year, or two, or three, and what type of school would have met their needs; and on the other hand how many would have been benefited by going to work earlier, is a very complex problem, and one that calls for the labor and skill of trained investigators extending over a considerable period of time and extent of territory. It is a study as technical and as difficult as the investigation of pellagra or the hookworm, and no less important.

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Religion and Youth

By ARTHUR DEAN

This is the second of a series of articles which will present the results of the Social and Moral Survey of young people of high school age.

CONDITIONS UNDERLYING TODAY'S PROBLEM

The following questions were asked: Do you go to church because you really want to go? Are your needs interpreted and helped by church services? Are you a firm believer in a Supreme Being? Do your school studies make you less religious?

SOME TYPICAL ANSWERS

"A little doubt of a Supreme Being is creeping into my head, but it has nothing to do with what I learn in school, it comes rather from the things I see so-called religious people doing."

"I believe in God and His Omnipotence. The fact that Christ died for me does not interest me; rather that He lived for me and showed me how to live."

"We are not a bunch of sticks and we do have good times, but we do not leave the Lord out of our young people's church club. Our church is doing everything to provide youthful participation. We have a choir and orchestra composed of young people, and a live minister."

"If the logic behind a creed is false as it is with narrow-minded and conventional thinking, a young person's religion will drop away, leaving him to develop a truer and more liberal code of his own."

"If education hurts religion, so much the worse for religion."

"The Bible is an incorrect history of ancient times. When we say that only our personal religion is good and nobody else's is worth shucks, we show we are feeble-minded."

"Since accepting the Lord Jesus Christ I have been happier than I have ever been before. Until I came to Him I thought I had no friends and everything was against me. I have found true help and made strong friendships."

"The biggest religious cranks I come across are those who claim to believe nothing, but in reality have got more faith in their nothingness than the worst old religious fakir."

"I am certainly helped by going to church. There I hear ideals and get visions of goodness. The atmosphere is spiritual, high-minded and unselfish. The place is calm and peaceful and the members earnest and considerate."

"I know of no one outside of a religious crank who ever got any help from a church. The only help a crank ever gets out of a prayer meeting is finding that a lot of similar minded people agree with his views that heaven is for him and hell is for all his enemies."

"My body cries for help, my mind is a turmoil and my soul is hungry. What will the church do for me?"

"God is not a man sitting in a high chair with a staff in hand and stroking his grey beard while judging whether or not one can get into heaven."

SUMMARY

The answers were not limited to goody-goodies or those who do not pet, drink, gamble or never think of sex puzzles. Even those who confessed to faith in the old Epicurean doctrine, "Eat, drink and be merry," replied to the questions.

The majority of young readers who regularly attend church state that they go because they want to and that fear no longer drives them there. A surprisingly large number informed me that the church they attend is rapidly becoming a place for youthful participation in leadership, and that the pastor is interested in them as individuals and not as mere numbers to swell the attendance. Practically nobody saw any reason to confess that school or college studies had anything to do with making a person less religious.

The answers to the question "Are you a firm believer in a Supreme Being," were most puzzling. The majority of those who said "yes," stopped without explanation. Those who said "no," elaborated their answer. Such letters indicated the acceptance of God as a sort of Cosmic Force or a Great Perhaps or a Kinetic Truth or some other strange term defining a still stranger and mysterious thought. Man to them consisted of a series of vacuum tubes impelled to act through an impulse coming from the Great Something, or else as one of them quoted it, "Man is a compound of gas and matter and nothing more."

MY COMMENT

No subject starts an argument quicker than religion. As an adviser to youth I have never in personal or published correspondence advocated that any boy or girl turn away from the religion of his parents. I have always told atheistically inclined parents to send their children to Sunday school. I believe that the loss of a Faith is the greatest loss man, woman or child can have. I appreciate that some of my readers are intolerant of my intolerance.

I believe that any Faith which gives solace to mankind is a real and genuine Faith, and it's a wicked business to attack churches, creeds and members because they are not of our own faith. These religious squabbles combined with the outcome of America's "noble experiment" are doing more to upset youth than all the books of Ingersoll or the speeches of Darrow.

Youth wonders at the modern interpretations of "tolerance" and the living examples held before them of "Charity and malice toward none." It is not education which is unsettling youth. Rather it is living examples of the decay of spiritual values in a world of increasing material prosperity.

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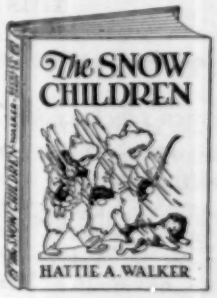

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293. Why do women teachers have so little spirit? They don't seem to dare resent a professional insult. (Mass.)

Maybe they belong to the great unwashed! And then, again, having been put in their place so often maybe they know it. Perhaps they have their fingers crossed. Who knows? And now, come to think of it, I have seen women laughing up their sleeves while showing meekest of faces. It was shocking, too! Oh, women teachers are sly when it comes to taking a professional insult. They know how to watch and wait behind the hand. Don't let them fool you for a minute with that "no spirit" effect. They are women, heirs of all woman's social inheritance. No rough stuff for them. They have learned that it doesn't pay. They are cautious, and when the closing whistle sounds they may be out of sight, but the job is finished, usually to their satisfaction. Let us not forget the old saying, "Woman is as old as the hills, but man comes up green every spring!"

You don't believe it, you say? Well, brother, all I can say for you is "the Lord have mercy on your soul."

294. Is the class excursion going out of fashion, and, if so, isn't it a great loss? (Wis.)

In public school work the class excursion is not as popular as it might be. One reason is the large classes, which make excursions difficult. With small grades found in private schools the excursion is still a common and popular experience. Then the element of time is a serious consideration. With a full curriculum and many problems crowding the teacher constantly it is a serious matter to take a half-day off and take the class on a trip. She has to be sure that the pupils will get more from it than the same time in the classroom. Traffic has increased so that the matter of safety is a serious responsibility for the teacher, and she hasn't always the courage to attempt. So all these things considered, I think the number of excursions now may be less than a few years ago.

First-hand information is most valuable, and taking a child to the shipping yards, the canning factories or to the public gardens has possibilities never reached by second-hand information from books and pictures. On the other hand, classroom procedure has taken on a more life-like, natural tendency which brings school life nearer to the experience of the pupil than the old formal set-up. Schoolroom activities permit reproductions in miniature of the places to which he not only formerly went, but could never go. Projects of all kinds in these "doing schools" of ours help to make realistic much of the work that formerly was a matter of mere words. We should hold on to the class or group excursions, and use them to the fullest whenever they are a paying proposition. In order to do this successfully we must have smaller classes in many schools, and there is the rub. As usual it is an economic one.

295. If you have teachers of fine influence and a school run on a plan which supplies moral training, do you think moral instruction in a high school is necessary? (New Jersey.)

I am glad to see you put teachers of fine influence first, for in education for character the personal influence of a high-minded teacher is most important. There is nothing that can take the place of it, but it has its limitations. Secondly, moral training through school activities, such as pupil government and extra-curricular activities, is indispensable, but these are not the whole story either. They color attitudes, standards, and habits, but after the boy or girl leaves school, goes on his own, he needs something more. When he faces a new set of responsibilities in his vocation and citizenship he needs clarified ideas on conduct worked out by reason as well as produced by observation and habit. He needs insight into how we got this way, and what to do about it, and this is where his intelligence must be trained to guide his conduct.

It is not safe to leave his character training to the indirect way. It may not carry over. "Transfer of learning" gives too slim a hope to leave it there. Definite instruction, although I don't like that word exactly, for it is more intellectual training than any formal instruction, is necessary to get moral thoughtfulness in the cause and effects of conduct in relation to the individual and to the various groups in which he finds himself. While literature, social science, and natural science contribute their part to this instruction if properly taught there should be systematic study of the conduct of life through sociology and civics based on biology and psychology. The working out of problems and the use of the case method is used with much success in some schools. This may seem to some a little beyond the high school pupil, but it is not. He is not only ready for it, but anxious for it.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Tomorrow—I

There was once a Boy who met a Bad Habit on the roadway leading up to Tomorrow. The Bad Habit was a pretty little fellow with golden curls and blue eyes and the most charming, pleasing manner.

"Good morning, and well met," said the Bad Habit. "May I go a piece with you?"

"With pleasure," said the boy. "I like your looks and I am lonesome away out here by myself."

"What jolly fun!" cried the Bad Habit, "but I warn you, I do not like crowds, so if I go with you, you will have to make many a detour to get away from them."

"Oh, that is all right!" said the Boy, "I do not like crowds, either."

Now it happened that the way to Tomorrow was rather rough and steep, and as the years passed, the Boy and Bad Habit puffed harder and harder as they pushed along. By this time Bad Habit had lost his good looks, and was a surly crabbed youth with a nasty eye and a nasty temper. He always insisted on having his own way no matter how much the boy objected.

"My friend," said Bad Habit, "I am tired walking by your side all day long. It is time you let me ride on your back."

"On my back!" cried the boy who was now a youth, "Why, I thought you came along to keep me company and give me pleasure."

"That's what you thought," laughed Bad Habit, "but the truth is I came along just to destroy you. I am one of the bad imps sent into this world by the father of lies to ruin just such fools as you."

"This is a pretty mess!" cried the youth, "but I'll not carry you just the same."

(To be Continued.)

Tomorrow—II

"Then I'll sit here beside the road and not go another step," said Bad Habit.

"Sit until you are weary," laughed the Boy. "That will be a good way to get rid of you," and without saying another word he picked up his load and started out, but he had not gone a mile before the thought of Bad Habit sitting there behind tormented him.

"He wasn't such a bad fellow after all," he said to himself, "and I am really very lonesome without him. I guess I'll have to go back and give him a lift."

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Thirty years passed and one day an old man, broken in health and groaning in pain, staggered by the fiftieth milestone on the road to Tomorrow. On his back, astride of his neck, sat the most awful looking imp that one could imagine. His fingers were not fingers at all, but long tentacles that went down and wound themselves about the man's heart.

"You had better get off here," groaned the Boy, who was now an old man at fifty. "I can carry you no farther."

"What nonsense," laughed the Bad Habit. "Don't you realize yet that you and I are now one person? Wherever you go I shall go, and whenever you sit down I shall sit down also. Never, never, shall I leave you while you have a leg to walk on or strength to lift it."

"And I recall," groaned the man, "what a pretty little fellow you were forty years ago.

"Yes," said the Bad Habit, "and I recall, also, what a fool you were to ever take up with me. Come on now! Hurry up! We have a long, stiff climb to the fifty-first milestone."

Dreams

Have you ever thought about the wonderland which we call imagination? To me its sunny realms have always seemed like places of rest and recreation,—the mountains and the streams of summertime, the castles of our dreams, where, wearied by the hard demands of everyday life, we may fly for peace. And what a glorious place this land of the imagination is! We flee to it on wings swifter than the doves; we alight upon its flower-strewn fields more gently than the thistledown and then—we live. All the great things we wish to do but cannot in the flesh, we do in this enchanted land. We find our gold mines and rear our dwelling places of delight or plant our flowers to have them blossom under hand or see loved faces that time and distance try to shut sway from us; we turn back time and live the old days over once again; we talk with friends who have passed on and laugh and sing and do the things we want to do.

For him who owns a castle shining in this happy land there is never any lack of high romance. The beggar may be king and the poor man rich and the abandoned happy in the presence of real friends. It is only when our dreamland withers under the heat and dust of too much earth that the spirit wearies and grows old.

How beautifully all this is expressed in the following lines. I especially commend to you as worthy of remembrance, the thought,

"A dream may lift thy spirits past all fear."

DREAMS

By Verna Sheard

Keep thou thy dreams—though joy should pass thee by;
Hold to the rainbow beauty of thy thoughts;
It is for dreams that men will oft-times die,
And count the passing pain of death as naught.

* * *

Keep thou thy dreams—the tissue of all wings
Is woven first of them; from dreams are made
The precious and imperishable things
Whose loveliness lives on, and does not fade.

Keep thou thy dreams, intangible and dear
As the blue ether of the utmost sky—
A dream may lift thy spirits past all fear,
And with the great may set thy feet on high.

My Little Visitors

Yesterday, like a scurry of brown leaves, a flock of little birds drifted into the scarlet woodbine that hangs from my eaves. As the tiny visitors feasted on the blueberries they chattered and talked to one another like a band of happy spirits. Suddenly, as though at a signal, they rose out of the vine and swirled away like leaves caught by a sudden gust of wind.

When they had gone the wonder of it came over me. How did it ever happen that particles of earth were brought together with such niceness and beauty and design to form wings and claws and beaks and eyes of my little swirling friends. As I stood there, in the garden, looking at the dark earth beneath the vine, I wondered what would have to happen to a handful of it to cause it to rise up and scurry away on strong wings before my eyes. Something mightier than earth would have to take it in its noble hands and fashion it, a wing-feather here and a pink toe there, a bright eye and an ear and a voice; and that Something would have to know far

more than I or any other man can ever hope to know, for It would have to build a heart and set lungs pumping fresh air and building in the brain under the tiny shell of bone a delicate structure that would guide and guard the little creature all through its years of life.

And as I pondered my reverence for the beautiful, wise Something grew and grew, for it dawned on me that the fashioning of the outer appearance of the bird was the easiest task of all. The real skill and the real power came into play when the little bird was set to singing and building nests and rearing, with tender mother love, other little birds that the heavens might never be without them.

And I thought of the long flight of my pretty visitors, by night and day, over land and sea, to the sunny southland and I wondered Who was their guide on that long journey, and Who cared for them so much that He told them when to go and where to stop.

It is good for us to ponder over the mysteries back of the things we see. The fairy stories told in books are not half so interesting as the real fairy stories which anyone may read whenever a bird or butterfly opens its glorious wings.

I Wonder

I wonder if you would leave a nice new bicycle out in the rain?

I wonder if you would drop a nice piece of cake in the dirt before eating it.

I wonder if you would scratch the paint on your father's new automobile.

I wonder if you would start a fire on your mother's best rug and smoke up the walls of the living room.

I wonder if you would cut your finger on a piece of glass to see whether the glass were sharp or not.

I wonder if you would drop ten cents down a crack in the sidewalk.

I wonder if you would throw a baseball into a swamp when you could not easily recover it.

I wonder if you would do an injury to a friend.

I wonder if you would insult a friend of your father's.

I wonder if you would cause your parents expense by making yourself ill eating poisonous food.

I wonder if you would break your leg by deliberately falling down stairs.

I wonder if you would hurt your heart by running until you fell exhausted.

I wonder—If you would do any one or all of these things then, of course, you are the kind of boy or girl who would injure your precious lungs by smoking cigarettes.

If you are that kind of person then what can be said to stop you? I am afraid, nothing, but let me tell you, my little friend, that cigarettes contain deadly poisons that destroy your health by poisoning your blood and ruining your lungs, and the manufacturers of these deadly tubes put into them other drugs that create an appetite and form a habit that is nearly impossible to break.

If you are stupid enough to line the pockets of the manufacturers of cigarettes with your silver dimes, I am afraid your foolishness will overtake you on a very, very sad tomorrow.

Nearness

It isn't far to yesterday,
But the gate is closed.
I sometimes long to walk in those fields again,
But I can only look in through the apertures of the gate.
It isn't far to yesterday,
But nearness means nothing,
When Gates Are Closed.

A New Publication for Teachers

THE TEACHER'S HANDBOOK

By

W. S. Elsbree, H. R. Halsey, and E. S. Elsbree

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EDUCATION IN ACTION

Office of Education Supplants Old Bureau

That agency of Government heretofore most often spoken of as "the Bureau of Education," which is a part of the Department of the Interior, will in the future be officially designated as "the Office of Education." An announcement to this effect was made by Secretary Wilbur. The change was made upon the recommendation of Dr. William John Cooper, Commissioner of Education. Commissioner Cooper, after six months study, has worked out a scheme of reorganization for the Office of Education which has been approved by Secretary Wilbur, his chief, and which is immediately to become effective. The fundamental principle upon which the reorganization has been based is a conception of the Office of Education as a research organization rather than an administrative agency. Under the new organization its policy will be to abandon as far as possible whatever it has been doing in an administrative way and to concentrate upon fact finding, surveys and research in the many fields of education. The chief of its administrative functions of the past has been the supervision of the educational system of Alaska in so far as it applied to the natives. The Office will, in so far as it can, transfer those administrative functions to other agencies. The set-up of the Office work under the reorganization will be as follows: An administrative division under a chief clerk, a division of educational research and investigations under an assistant commissioner, a division of publications under an editor-in-chief, a library division under a librarian, an educational service division under a service chief, and a division of major educational surveys under the Commissioner himself.

Individual Ability Stressed in Schools

The movement to adapt the work of the school to the ability and needs of the individual pupil continues. It has long been known that children differ in ability, but since means have been devised for measuring the comparative abilities of school children the need of fitting the school to the individual child has become more apparent according to the Office of Education. Various plans and devices have been and are being tried so that children may progress through school according to their individual ability and industry. None of the plans of individual instruction, however, is so individualistic that a child is made independent of every other child in school. Any plan of individual instruction that would tend to break down the community life of the school or that would tend to prevent the socialization of the child should not receive serious consideration. Ability grouping has become so common that it may no longer be considered an experiment, but it has not entirely solved the problem of providing for individual differences and doubtless much more can be done to improve the technique.

Printing Courses Show Increase

Printing is one of the school subjects that showed considerable growth during the past two years, according to the Office of Education. This is in keeping with the development of the printing industry, which now ranks among the largest in the United States with respect to wages paid. According to a report of the United Typothetae of America, 28,537 students were enrolled in printing courses in the United States and Canada in 1926-27. Teachers of printing numbered 443 and institutions offering instruction in which printing courses were offered, 369. The types and number of institutions offering instruction in printing were: Academic high schools, 88; junior high schools, 86; technical high schools, 22; evening schools, 31; colleges and normal schools, 9; "plant" schools, 10; elementary schools, 29; continuation and part-time schools, 17. The time given to instruction in printing varies greatly according to the school grade in which a course is offered, the objective of the course, and the practice of the school. The range is from 1 to 48 hours per week, and from 5 weeks to 6 years for completion of the course. The report estimates the value of school equipment for printing at $3,316,960.

Ford Goes Back To His School

Henry Ford went back to grammar school recently and sat in the seat where he learned his three R's more than fifty years ago. The school was the old Scotch settlement school, built in 1861, now in the Ford Historical Village at Dearborn, and a part of the Dearborn School system. The seat was the one at the extreme southeastern corner of the building—as far from the teacher as possible. School opened officially at 8.45 o'clock, but Mr. Ford was there nearly an hour before. The Scotch settlement school, the first school Mr. Ford attended, was a mile and a half from the farm of Mr. Ford's father. On its re-opening in the historical village, it was equipped with kerosene lamps, a large wood stove, and benches similar to those in it at the time of the Civil War. In those days Mr. Ford, not yet in his teens, carried his lunch to school like the other pupils. This time while his youthful schoolmates looked on in awe, Mr. Ford produced a jack knife and carved his initials in a desk.

New England Given Praise

The leadership of New England in "The visiting teacher," one of the most significant new movements in the city school teaching, is emphasized by Dr. W. F. Deffenbaugh, chief of the city schools division of the United States Bureau of Education. Dr. Deffenbaugh points out that the number of cities employing visiting teachers and the number of such teachers employed in the cities that have had departments of this sort for several years are increasing. First adopted into the school system of Boston, New York and Hartford, Conn., in 1906-07, the visiting teacher activity has grown until at the present time there are 230 such teachers in the city school system of the United States in seventy cities scattered through thirty-six states of the Union.

Carolina Schools Big Item in Budget

The largest item in all budgets for the current operation of schools in North Carolina is for instructional service, according to a statement issued by the Department of Public Instruction. In the state as a whole 72.2 per cent. of the total current expense is for this item. The average annual per pupil cost for instructional service for the white schools of the state is $29.69. In the rural schools the average is $25.15, as compared with $43.04 in the city schools. There is a wide variance among the counties, the highest being $42.44 and the lowest $15.40.

Launch Agricultural Education Movement

Initial steps have been taken to correlate the work of the Federal Farm Board, Federal and State extension forces, and land grant colleges and universities in a national educational movement in agricultural co-operative marketing. Full support of these agencies was pledged in a meeting held in the Board's Washington offices recently. The meeting was attended by the executive committee of the Association of Land Grant Colleges and Universities, the committee on extension organization and policy of the association, and federal extension workers. Dr. R. A. Pearson, president of the University of Maryland and chairman of the association's executive committee, said that the colleges and universities could support the educational movement in three ways: First, by training men in the colleges of agriculture in sound co-operative marketing leadership. Second, through the college extension army of county agents the proper information can be carried to the farmers to aid them in organizing new associations and improving old ones so that their program of marketing will fit into the national commodity selling plan. Third, by using experiment station experts to make studies in marketing just as has been done in the field of production. Dr. C. W. Warburton, director of extension work of the federal department of agriculture, believes that the extension forces will be the biggest factor in putting into effect the educational program. He pointed out that the state extension division needed additional specialists in marketing to strengthen the hands of county extension agents by grounding them in principles and practices of co-operative marketing. College executives who attended the Federal Farm Board's meeting were: Dr. R. A. Pearson, president, University of Maryland; Dr. Anson Marston, dean of engineering, Iowa State College and president, Association of Land Grant Colleges and Universities; Dr. C. A. Lory, president, Colorado Agricultural College; Dean J. L. Hills, University of Vermont; Dean F. B. Mumford, Missouri College of Agriculture; Dr. C. A. McCue, dean of agriculture and director of extension, University of Delaware.

After-School Work Held Bad Practice

That students engaged in after-school work not only constitute a large percentage of failures, but are retarded on an average of nearly an entire semester in their mental and academic development, is the contention of Thomas F. Nevine, research worker at Columbia University, whose study of the effects of part-time employment on school children was made public recently. The results of the study corroborate the recent statement of Dean Virginia Gildersleeve of Barnard College, who declared in her annual report that student employment frequently results in serious injury to their health and academic standing. There are more failures and fewer good students among workers than among non-workers, Mr. Nevine found. He also discovered that working students are markedly inferior to non-workers in attendance, punctuality, intelligence and conduct in the estimation of their teachers.

Lists Outside Aid to Schools

In addition to the regular Federal and state school boards, fifteen separate and independent educational boards have dispensed millions of dollars in the last few years to promote education in the United States, the Bureau of Education disclosed in a recent announcement. Chief among these have been the Laura Spelman Rockefeller Memorial, which before its consolidation with the Rockefeller Foundation early this year had dispensed $38,082,058; the Rockefeller Foundation, which gave $4,097,343 for medical education alone in 1927, and the Carnegie Corporation, of New York, which spent $2,041,250. Other boards include the General Education Board, the Carnegie Foundation for the Advancement of Teaching, the John F. Slater Fund, the Jeanes Fund, for the improvement of negro rural schools, the Phelps-Stokes Fund and the Kahn Foundation for the Foreign Travel of American Teachers.

Specialist Plan For All Grades

The general teacher of elementary school education should be supplanted by the specialist, according to Dr. James F. Hosic, professor of Education at Teachers' College, Columbia University. "There is no scientific basis for the present custom of assigning forty children to one guide and helper, for a semester or a year, in all classroom activities," he continued. "The practice evidences tradition, not scientific management. Its validity seems never to have been investigated, although common sense is against it. At home the child enjoys the companionship, care and direction of two parents and often additional relatives. The very fact that every person is individual means that each one of us has something different to contribute to the growing child's experience. The child should not be deprived of these contacts in school." "The teachers will constantly join forces in guiding the activities of the pupil," he said, "each teacher contributing as she can from her special field. The children will do more than 'pursue' courses; they will learn how to live."

Town Shuts Off Water in Schools

Water supply in the four schools of Glassboro, N. J., was shut off a short time ago, but the 950 pupils, according to Principal J. Harvey Rogers, will remain in school, water or no water. Dr. Rogers announced that, if necessary, the pupils would carry buckets of water from nearby houses until the dispute is settled. The water superintendent was acting on orders of the Borough Council, after the Board of Education had refused to pay the water tax, amounting to $422.12, assessed upon the schools from January to June. The Board of Education contended that the borough should furnish water to the schools free of charge. The Borough Council has assessed the schools for water ever since the borough was incorporated more than a decade ago. The Board of Education, headed by Charles F. Rett, is an independent elective board, but until this year it paid the assessment without protest.

To Conduct Survey Of Missouri Schools

The division of field studies of Teachers College, Columbia University has been retained by Governor Caulfield and the State Survey Commission of Missouri to make a survey of the public educational institutions in Missouri. Public schools, teachers colleges, the state university, institutions for the deaf and blind and other institutions will be included in the survey. The preliminary report will be presented to the State Survey Commission before December 1, 1929. The survey will be part of a program sponsored by the Governor and the commission to improve the educational institutions of the state. The Teachers College experts were retained for the purpose of getting an impartial estimate of existing conditions.

Natural Products Tax Urged for School Funds

At the present time nine major types of taxes are employed in the United States to provide school revenue, the most important and promising of which is the severance tax, according to Professor F. H. Swift, University of California. The general property tax is levied in 27 states, the corporation tax in 13, business and occupation taxes in 8, and the severance tax in 7. Inheritance taxes are employed by 6

states and poll, tobacco, and income taxes by 5. Three states use gasoline and motor fuel as a source of state school revenue, it is added. New sources of school revenue are desirable, not only to provide larger school funds, but also to check the tendency to increase unduly the rates at present levied on general property, corporations, and other property subject to state taxation.. In proposing the severance tax as such a remedy to bring relief to overburdened sources already taxed heavily, Professor Swift cites the success of such a tax in Louisiana, Arkansas, Oklahoma and other states.

Talkies Will Make English Universal

A prediction that American talkies would soon make English the universal language on the continent was made by Viggo Cavling, editor of Politiken, leading Danish newspaper, who recently arrived in this country. Mr. Cavling was accompanied by Miss Lis Torsleff, eighteen-year-old Danish girl, who is representing her country at the international oratorical contest in Washington. Mr. Cavling said an amazing interest in American talkies is evident in all of Scandinavia. English is taught in the schools, he explained, and now that American talkies are available in so many Danish towns the whole populace is interested in "brushing up" on English.

Historic Souvenirs From White House

Five thousand blocks of wood cut from trusses removed from the roof of the White House two years ago, when the Executive Mansion was remodeled, are to be distributed as souvenirs among schools throughout the country by the National Lumber Manufacturers Association. These trusses had held the White House roof more than 112 years over twenty-six Presidents of the United States. They were placed in the mansion when it was reconstructed after the Battle of Bladensburg—in 1814—and the sacking of the capital. Though still in sound condition, they were removed when the recent remodeling plans called for a new arrangement of the roof supports. To avoid duplication the lumber association will distribute these souvenir blocks only to the principals of individual schools who request them. It is pointed out that they are intended to serve as patriotic inspirational material for the school children of the country, and the Association desires to get them directly into the hands of those responsible for exhibits of such material in each school. Requests should be sent to the National Lumber Manufacturers Association, Transportation Building, Washington, D. C.

TREND OF THE TIMES

NEARLY 10 PER CENT. of all the telephones in the United States are located within the bounds of New York City, there being more than 1,700,000 in this comparatively restricted territory served by 146 Central offices. Of these, 900,000 telephones, served through fifty-six central offices, are located on the island of Manhattan.

THE UNITED STATES has 149,521 physicians to its 118,127,645 population, according to a survey completed by the Bureau of Education, or 126.59 per 100,000 population, representing a greater percentage than that of any other country. The bureau explained, however, that this is a smaller number to every 100 square miles than in eighteen other countries, but a larger number than in twenty-two other countries.

CHARACTERIZING the new industrial organizations formed by mergers, which were called "super-trusts," as "an old evil greatly enlarged," Senator Dill, of Washington, declared in a radio address they had "resulted in even more gigantic bank mergers." The result is that all financial credit is passing into a few hands in the great cities of the country, he asserted.

TRIAL BY JURY has been utterly discarded in new Germany, according to a report by Edward J. Henning, United States district judge for the southern district of California, on court procedure in certain European countries. In Germany there is not a single exception. Every case, civil and criminal, is tried by judges, with the prosecuting attorney a quasi-judicial function.

AIR TRANSPORT companies carrying the domestic and foreign United States mails flew planes 6,379,776 miles during the first six months of 1929, carried 3,468,562 pounds of mail, and received $7,280,441 from the government. The totals set new high records for the air-mail services. The company operating the Chicago-San Francisco leg of the transcontinental air-mail route did the largest business with 1,127,724 miles of flying, 803,496 pounds of mail and receiving $1,632,744.

TELETYPE HOOKUP of all police stations in New York and neighboring states was advocated in a symposium held at police headquarters in New York City and which was attended by officials from seventy-six towns in New York, New Jersey, Connecticut, Massachusetts and Pennsylvania. It might be possible, it was pointed out, to bind the townships into such a network as now holds local precincts together. Location of missing persons and apprehension of criminals would be aided.

GOLF BALLS, airplanes, telephones, railroad trains, kitchen sinks—anything you name that can take a coat of paint or leave it alone — is showing the modern vogue for color, and a lot of it. "Women, from society leaders to humble housewives, are painting," said R. H. Hookway, head of the decorative studios of a large paint manufacturing company. "They like bright colors in their homes."

A "WHITE PLAGUE" death rate has been cut to 73.4 per 100,000 in less than a quarter of a century. In 1904, the year the National Tuberculosis Association was formed, 170 persons in every 100,000 of the population of the United States died of pulmonary tuberculosis. A dispassionate examination of all the factors that enter into the problem justify no other conclusion than that a multitude of efforts and conditions have combined to produce this astonishing result, declared Frederick L. Hoffman, consulting statistician of the Prudential Insurance Company of America.

BENITO MUSSOLINI, Italian dictator, has relinquished seven of the eight Cabinet posts he holds in the Italian Fascist government. He remains Premier and Minister of Interior. In explanation, the suggestion was made in some quarters that the Premier had held eight of the thirteen posts in the Italian Cabinet for so long only because he wished to become acquainted with the various departments of administration, in order to select the best-fitted men to put at their head.

DESPITE PRIDE in the fact that Britain holds both the air and land records for speed, there is a large section of public opinion in England wanting to know what good it does. F. H. R. Folland, designer of the Gloster-Napier Six which made an average speed of 336 miles an hour, states that in twenty years the Schneider trophy will be won at a speed of 1,000 miles an hour.

The BOOK TABLE

COMMERCIAL EDUCATION IN SECONDARY SCHOOLS. Harry D. Kitson, Teachers College, New York, General Editor. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a new type of teacher's book which is likely to be the standard treatment of subjects like "Commercial Education in Secondary Schools." It is not the opinion of one specialist, is not a specalist's culling what he thinks is important in the opinions of other specialists. It is the best expression of sixteen leading authorities on sixteen phases of "Commercial Education in Secondary Schools."

Incidentally each of them pays his respects to the relation of academic traditions to community vocational efficiency, which means appreciation of civilization in action today and tomorrow.

Nowhere else can one find in attractive style the vigorous conviction and scientific philosophy of John M. Brewer; of the intense professional appeal of Merle Prouty for more and better use of the socializing, democratizing influence of commercial clubs in secondary schools; of the wealth of information sanely analyzed by Helen Rich Norton, and a hundred other pages of the best thought of Charles C. Colby, Roy Davis, Harry D. Kitson, Ellen L. Osgood, Jennie B. Wilkinson, Frank C. Touton, John A. Stevenson, George Filipetti, William E. Harned, Howard K. Nixon, Carman G. Rediher, and A. Hugh Sproul.

TEMPTATIONS TO RIGHT DOING. By Ella Lyman Cabot. Cloth. 311 pages. Boston: Houghton Mifflin Company.

Mrs. Ella Lyman Cabot has been a member of the Massachusetts State Board of Education longer, we think, than has any other person in recent times. She has contributed more intimate service than any other member whom we have known.

She has been an impressive author, wise always in her thinking and captivating in her literary approach in "Seven Ages of Childhood" and "Ethics for Childhood." She has never written unless her message had a mission; has never been tempted to write for fame or fortune, always with a noble purpose.

The present volume, "Temptations to Right Doing," is a brilliant transfer from the traditional "temptations to wrong doing," which is mischievous in spirit and vicious in practice.

Mrs. Cabot exemplifies Francis W. Kirkham's initial virtue in dealing with a wayward boy, saying: "If you ask a boy why he left school you make a hero of him, while if you ask why he does not go to school you put him on the defensive."

Without any fear of being successfully challenged we say that all in all this is the most wholesome book yet written for guidance in dealing with adolescence directly and indirectly.

We quote a few sample sentences which throb with the vitality of the whole three hundred pages:—

"Temptations to right doing are part of the moral tug-of-war. . . . The world is brimming over with incitement to goodness. . . . I remember vividly and gratefully that my mother played with us on the floor, inventing new and marvelous games for us. . . . It is important to distinguish leaders from misleaders. . . . Standards must be held vertical. . . . Every one knows how uncomfortable it is to go up a mountain with some one who never gets out of breath. . . . The serene and sweet-natured person is apt to be loved and imposed upon both at once. . . . Serenity is not always born, it is won. . . . There is never one desirous impulse living alone in a person's nature."

BEGINNING AT SIX. The Story of an Aviator.

BEGINNING AT SIX. The Story of a Head of Police. Each by Evelyn Hood. Garden City, New York: Doubleday, Doran and Company.

The latest word in children's reading is for the child, as soon as he can read, to read an entire book, first to himself and enjoy it by himself. Then he is sure to want to read it to others, will ask to read it to older people.

If a child does not want to read it to others, does not ask to read it to others, the book is a misfit.

Evelyn Hood has made two fascinating books that fill this latest thought in children's reading. "The Story of an Aviator" is the life of Charles Lindbergh. It has a child's phrasing, a child's vocabulary, and is illustrated to the height of art in pictures for children.

"The Story of the Head of Police" is the life of Theodore Roosevelt. In each case there are only those things that will interest little children.

A BRIEF COURSE IN CHEMISTRY. By Lyman C. Newell, Boston University. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

A knowledge of the essential facts of chemistry is indispensable to common intelligence.

We are duly disturbed by illiteracy, or inability to read in any language, especially in English. It is almost as serious a matter for any one who would be considered well informed not to think in modern chemical terms.

A committee of the American Chemical Society has stated clearly the minima of chemical knowledge that will enable any one to be chemically literate, so to speak, and Lyman C. Newell's "A Brief Course in Chemistry" limits its school requirements to the minima of this chemical society.

Not only so, but it explains all terms so clearly, presents all explanation so vividly, that it is practically impossible for one to fail to know what he is expected to learn or to forget what he learns.

A BOY IN EIRINN. By Padraic Colum. Cloth. Illustrated by Jock B. Yeats. New York: E. P. Dutton and Company, Inc.

Ireland's heroism grows more fascinating with her new experiences. Here is one of the most captivating of the stories of life in Ireland and death for Ireland. It was written just before the World War, and has been copyrighted six times, and we hazard nothing in prophesying that it will be copyrighted as many more times.

A true Irish tale of a lad whose father was imprisoned during the Land War, and who grew up in the cottage of his grandfather, the weaver. Many a story of Irish heroes and legends of the Irish fairy folk the boy, Finn O'Donnell, heard from the old weaver, as they sat nights before the peat fire on the heath with the ticking of Wag o' the Wall for company. And any boy would envy him his vagabond trip to the great city of Dublin with his adventures on the way and a chance to perform in a circus.

Books Received

"Easy Latin Plays." By Lillian B. Lawler. — "Progressive French Reader." By Galland and Du Gord.—"Prognosis Tests in the Modern Foreign Languages." By V. A. C. Henmon, Carl Brigham, G. A. Rice, J. W. Todd, J. E. Bohan, L. T. Hopkins, P. M. Symonds, R. J. Van Tassel.—"The Effective Christian College." By Laird T. Hites.—"Education and Religion." By C. F. Thwing. New York City: The Macmillan Company.

"Public School Administration." By Ellwood Cubberley.—"Teaching and Learning in the Elementary School." By Mossman. Boston, Mass.: Houghton Mifflin Company.

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No Need to be Afraid

Betty—"Teacher, won't you come over and see my new baby sister?"

Teacher—"Not now, thank you, Betty, I'll wait until your mother is better."

Betty—"Oh, but you don't need to be afraid. It isn't catching."

Money Talks!

Solicitor—"Would you endorse our cigarette for $2,000?"

Celebrity—"For $2,000 I'd smoke the darn things."

That Poor Bird

Wifie—"A little bird told me you were going to buy a Packard Eight for my birthday."

Hubby—"Hum—that bird must have been a little cuckoo."

The Ins and Outs of It

Mrs. Brown—"But why should your husband want to sell your new car?"

Mrs. Smith—"Oh, he says the outgo for upkeep is too much for his income."

Or Purr

Motorist—"I have killed your cat but have come to replace it."

Old Lady—"Thank you very much, but I am afraid that you cannot catch mice."

In Time to Come

New Tenant—"Why did you move down from the fifteenth floor?"

Old Tenant—"My dear, we simply couldn't endure the noise. The airplane traffic has become so annoying."

Washington Comment

"How's business?" asked the President.

"Not so good, we're making little money now," sighed the head of the Bureau of Printing and Engraving.

And She Couldn't Lie

Mrs. Knox—"The women at the sewing circle were telling how good their husbands were to them."

Mr. Knox—"Well, my dear?"

Mrs. Knox—"Well, my silence was awfully embarrassing to me."

Worth Knowing

"Just an elementary rule in driving, son."

"Yes, dad?"

"Remember that a street car can't turn out."

Class Distinction

Sailor—"Man overboard!"

Wife of the man in the water—"Pardon me—a gentleman. My husband is a first-class passenger."

Man From Iowa (questioning a New York policeman)—"I'm trying to find a place to park my car. Where the heck is this here Park Avenue anyhow?"

Fixing the Detour

"What? The main road to Binksville is open all the way?"

"Yes, we had to open it until we get the detour fixed."

Thoughtful Willie

Willie—"Pa, won't you buy me a drum?"

Pa—"No, I'm afraid that you would disturb me with the noise."

Willie—"No, I won't, Papa. I'll only beat it while you're asleep."

Separated by a Family

Smith—"Is that chap Brown a relation of yours?"

Brown—"Yes; a distant one."

Smith—"Very distant?"

Brown—"Well, rather. He's the eldest of fifteen children, and I'm the youngest."

Father Fills In

Child—"I want a donkey ride! I want a donkey ride!"

Mother—"Oh, do take her on your shoulder, Gerald, and let us have a little peace."

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The Burble Point

Cyril C. Trubey,
Salem, Mass.

The air-minded public is acquainted with the fact that if heavier-than-air-craft is set at too great an angle of attack it will lose lift, arrive at the burble point and go into a stall. One of the assets of a good teacher is the ability to keep his angle of attack below the burble point. Of course he must be equally careful to avoid a negative angle of attack, and above all to maintain a good lift-drag ratio.

Ground schools and flying schools under the guidance of the Department of Commerce are adding greatly to the prestige of the teaching profession through recognition of the so-called teaching ability. These schools advertise not only their location and material equipment, but point out the advantage of having instructors who not only know, but know how to teach what they know.

For instance, in the AIA rated Transport Pilots' School, a Department of Commerce inspector will test the flying instructor's ability as a teacher by assuming the role of a student and receiving a lesson. The examiner may be as "resourceful" or as over-eager as the average student, and he takes particular notice of the instructor's patience and demonstration.

When the Department of Commerce began rating ground and flying schools, some of these schools discovered that they had neither proper equipment nor capable teachers. A number of ground schools made arrangements to turn their classes over to the public secondary school system. This was done in the Cass Technical School, Detroit, Michigan, where ground school subject matter and shop work has been handled for two years by this well-equipped, public institution.

In the field of aviation has arisen the cry for teachers. Here millions of dollars have been recently invested, and with factories turning out plane after plane, success of the industry may be assured only by obtaining completely trained pilots and personnel. In short, men and women must be taught as quickly as it may be done with thoroughness in order to handle the transports of this rapidly striding industry.

The summer school of New York University made a pioneer move in this teacher-training this summer, by offering a course of training of teachers for Transport Pilots' Ground Schools. The course was outlined after conference with the Department of Commerce, Aeronautics Branch, and in collaboration with the Daniel Guggenheim Committee for Aeronautical Education. The course of instruction consisted of 120 hours, and the subjects were as follows:—

Aerodynamics and the Airplane.

Department of Commerce Rules and Regulations.

Aeronautical Instruments and Safety Devices.

Aircraft Engines,

Meteorology,

Aerial Navigation.

Twelve teachers were enrolled in these courses and several planes were available for comprehensive study. A Curtiss-Robin, with famous O-X motor, sister to the great endurance record maker, held a conspicuous place.

In addition to the routine work were lectures on Aviation History, perhaps the most interesting being the illustrated lecture by Augustus Post, holder of the world's record free balloon race.

A study was made of wind tunnel tests of actual models at the Guggenheim School of Aeronautics at University Heights. A visit was made to the New York Weather Bureau, which included a conference with Dr. Kimble, whose last work on weather conditions has been eagerly sought by trans-atlantic flyers, and used as the stop or go signal.

A trip to the Newark Airport under the tutelage of Dr. Woodman, Professor of Meteorology at the University, gave first hand opportunity for weather observations. The making up of weather bulletins was supplemented by recording conditions of the upper air, obtained by releasing a balloon and observing its action by means of a theodolite. Here, conference was held with several pilots and navigators about to take off, including the operators of the tri-motored Ford of the Colonial, New York to Boston route. The chief test pilot proved to be a former student of Dr. Woodman, and kindly allowed us to inspect numerous types of planes.

Foundation in the judicial side of rules and regulations, as well as interpretation, was given by Professor Freeman of the law department of the university. He explained how the Department of Commerce has power to regulate interstate air-traffic only, and that all powers not express in the Federal Constitution are reserved to the States.

Mr. Althouse, of the Aero department of the Cass Technical High School, gave us a thorough insight into aerodynamics and teaching methods, and a study was made of the various aircraft instruments under the direction of Mr. Pease of the Pioneer Instrument Company, of Brooklyn. Instruction in rigging and parachute packing and release was supplied by Mr. Givens, chief rigger for Curtiss.

Aerial Navigation was offered by Victor Carbonarra of the Pioneer Instrument Company. He is a graduate of a school of navigation in Italy, and a navigator of considerable air experience. He is the man who has mapped most of the trans-atlantic flights. He also mapped the New York to Alaska and return flight of recent date, and is much sought after by aviators seeking instruction in avigation preparatory to distance flights.

The crowning round trip was a flight to Lakehurst in a tri-motored Ford, where the Graf Zeppelin was moored.

The last two days were given over to the Department of Commerce examinations for teachers of transport pilots' ground schools for license to teach the six subjects mentioned.

I understand from Dr. Spaulding, a specialist in aeronautical education, and in charge of the course, that this work will be offered again next year with many additional shop facilities. Emphasis will also be on preparation of teachers of aeronautical subjects and on laboratory work in secondary schools, for here eventually will the preliminary ground school work be accomplished, and so great is the importance of this subject matter to the new industry that capable teachers must be obtained. It is a new phase of secondary education, tremendously

important commercially. It is a field of education so charged with glamour and achievement as to grip the student, and so self-revelant in its demonstration of dependence of fact on theory and of action on scientific knowledge that it clears the mind of the youthful student with regard to the vital question whether all this is of any use. For the answer is that man cannot fly without it. The boys and girls of this generation will scout across the sky tomorrow. And they may fly safely if they master these fundamentals.

So much has been added to the secondary school curriculum at an ever increasing cost per pupil that from many sources has come the question: "Is it worth while?" So much has been offered to the secondary school pupil, seemingly without unity, or with no definite goal in view, I am inclined to think that we had about reached the 'burble point' in some instances. The result on the part of the pupil, and sometimes of the public, was a stall.

Shall we not find in this new field of activity a vitalizing of the teaching profession, and a clarifying of secondary education through popular demand?

Meetings To Be Held

NOVEMBER

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

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